

**Kentucky Early Childhood Standard 3s and 4s
(KYECS) aligned to
Kentucky Core Academic Kindergarten Standards
(KYCAS)**

English/Language Arts

Kentucky Early Childhood Standards (KYECS) Alignment to Kentucky Core Academic Standards (KYCAS)

Kentucky's Early Childhood Standards (KYECS) are designed as a framework to assist in understanding what children should know and be able to do from birth through four years of age. The KYECS provide a common set of expectations for young children and represent the skills and knowledge that provide the foundation for school readiness and are critical for ensuring later academic success.

Kentucky's Core Academic Standards (KYCAS) provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. These standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers.

This document reflects an effort to ensure that the early childhood standards for three-and four-year-old children are aligned to the expectations that the Kentucky Department of Education has adopted for students in the primary grades. This document is designed to support teachers of preschool and primary children (ages 3-8) as it aligns the foundational skills of the KYECS and the expectations for primary students as outlined in the KYCAS. The alignment of these skills will help to ensure a smooth transition as children move into the primary program. This document provides support to teachers as they plan curriculum and instruction for transitioning students.

How to Read the Document

Kentucky's Early Childhood Standards for three and four year olds consist of four standards in the area of English/Language Arts. These standards are each further defined by a set of benchmarks and developmental continuum. In contrast, the Kentucky Core Academic Standards for English/Language Arts consist of five strands (Reading, Writing, Speaking & Listening, Language and Foundational Skills) with a set of clusters under each strand. The layout of this document shows the connection between these two sets of standards, aligning benchmark and developmental continuum level information (KYECS) with clusters and strands (KYCAS).

The alignment document is designed as a three-column table. The contents of each column are described below:

Column One - Kentucky Early Childhood Standards

- Standard - A general statement that represents the information, skills, or both that a child should know or be able to do.

- Benchmark - A subcomponent of a standard that translates the standard into what a child should understand or be able to do at a specific developmental level; much more specific than a standard. Benchmarks are not listed in any specific order, either in importance or in development.
- Developmental Continuum - A predictable but not rigid sequence of accomplishments which describes the progressive levels of performance in the order in which they emerge in most children, based on current research.

Column Two - Kentucky Core Academic Standards

- Strands – Broad, general topics (Reading, Writing, Speaking & Listening, Language, Foundational Skills)
- Clusters –Aligned to College and Career Ready Anchor Standards/ Skill Organizers Providing Further Specificity

Column Three – Notes

This column is blank for teachers to write comments pertaining to ideas for activities or strategies for integrating the standards into the curriculum for individual children or group activities. The space provides room for teachers to have work space to jot down ideas and record any anecdotal information.

This document is designed to be user friendly for the teacher in the classroom. The layout emphasizes the connection between the foundational skills for three and four year olds and how these relate to and support the expectations for children in entry-level primary classrooms. While this document is focused on English/Language Arts, there are areas that indicate cross-curricular connections (denoted by **). As development in young children is inter-connected it is hard to separate foundational skills that support development in only one content area. For example, the early childhood benchmark *“Observes to gain information and understanding”* is aligned not only to English/Language Art Standards for Kindergarten, but also to Math standards (see p. 3 for example).

Appendix A - Kentucky Core Academic English/Language Arts Standards

Appendix B – Kentucky Early Childhood English/Language Standards

<p>Kentucky Early Childhood Standard (KYECS) for three and four year olds</p> <p>English/Language Arts Standard 1: Demonstrates general skills and strategies of the communication process.</p> <p>Benchmark 1.1: Uses non-verbal communication for a variety of purposes.</p> <p>Developmental Continuum</p> <ul style="list-style-type: none"> • Identifies or chooses object or person by pointing, physically touching or moving toward another. • Uses gestures and/or movements to initiate interactions or to get needs met. • Uses symbols or pictures as representation for oral language. 	<p>Kentucky Core Academic Standard (KYCAS) for Kindergarten</p> <p><u>(Strand) Speaking and Listening</u> (Cluster) Presentation of Knowledge and Ideas</p> <p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p><u>NOTES</u></p>
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Kentucky Early Childhood Standard (KYECS) for three and four year olds	Kentucky Core Academic Standard (KYCAS) for Kindergarten	<u>NOTES</u>
<p>English/Language Arts Standard 1: Demonstrates general skills and strategies of the communication process.</p> <p>Benchmark 1.2: Uses language (verbal, signed, symbolic) for a variety of purposes.</p> <p>Developmental Continuum</p> <ul style="list-style-type: none"> • Initiates communication to have needs met. • Responds meaningfully in conversations and discussions with peers and adults. • Asks many why, when, and where questions. • Uses words, signs, and/or symbols to effectively express feelings and thoughts, describe experiences, interact with others, and/or communicate needs. • Adjusts expressive techniques (pitch, intonation, pace) for a variety of purposes. 	<p><u>(Strand) Language</u> (Cluster) Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> • Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>). • Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word. <p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> • Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. • Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). • Identify real-life connections between words and their use (e.g., note places at school that are colorful). • Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings. <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p><u>(Strand) Speaking and Listening</u> (Cluster) Comprehension and Collaboration</p> <p>1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> • Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). • Continue a conversation through multiple exchanges. <p>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	

Kentucky Early Childhood Standard (KYECS) for three and four year olds	Kentucky Core Academic Standard (KYCAS) for Kindergarten	<u>NOTES</u>
<p>English/Language Arts Standard 1: Demonstrates general skills and strategies of the communication process.</p> <p>Benchmark 1.3: Communicates with increasing clarity and use of conventional grammar.</p> <p>Developmental Continuum</p> <ul style="list-style-type: none"> • Speaks clearly enough to be understood by most listeners. • Uses simple sentences to express self, but may not always use correct grammar. • Uses more complex sentences, but grammar is still sometimes incorrect. • Uses complex sentences with correct grammar. • Develops increasingly abstract use of language. 	<p><u>(Strand) Language</u> (Cluster) Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Print many upper- and lowercase letters. • Use frequently occurring nouns and verbs. • Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). • Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). • Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). • Produce and expand complete sentences in shared language activities. <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <ul style="list-style-type: none"> • Recognize and name end punctuation. • Write a letter or letters for most consonant and short-vowel sounds (phonemes). • Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <p><u>(Strand) Speaking and Listening</u> (Cluster) Presentation of Knowledge and Ideas</p> <p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	

<p>Kentucky Early Childhood Standard (KYECS) for three and four year olds</p> <p>English/Language Arts Standard 2: Demonstrates general skills and strategies of the listening and observing processes.</p> <p>Benchmark 2.1: Engages in active listening in a variety of situations.</p> <p>Developmental Continuum</p> <ul style="list-style-type: none"> • Attends to adult or peer who is speaking/signing. • Follows simple directions. • Gains information through listening experiences. • Uses listening to interpret and apply meaning. 	<p>Kentucky Core Academic Standard (KYCAS) for Kindergarten</p> <p><u>(Strand) Speaking and Listening</u> (Cluster) Comprehension and Collaboration</p> <ol style="list-style-type: none"> 1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> • Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). • Continue a conversation through multiple exchanges. 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. <p>(Cluster) Presentation of Knowledge and Ideas</p> <ol style="list-style-type: none"> 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. 6. Speak audibly and express thoughts, feelings, and ideas clearly. 	<p><u>NOTES</u></p>
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<p>Kentucky Early Childhood Standard (KYECS) for three and four year olds</p> <p>English/Language Arts Standard 2: Demonstrates general skills and strategies of the listening and observing processes.</p> <p>Benchmark 2.2: Observes to gain information and understanding.</p> <p>Developmental Continuum</p> <ul style="list-style-type: none"> • Uses many senses to explore and interpret the environment. • Makes comparisons through everyday experiences and play. • Makes predictions concerning everyday experiences and play. • Draws conclusions from everyday experiences and play. 	<p>Kentucky Core Academic Standard (KYCAS) for Kindergarten</p> <p><u>(Strand) Reading</u> (Cluster) Integration of Knowledge and Ideas (Informational) 8. With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><u>(Strand) Speaking and Listening</u> (Cluster) Presentation of Knowledge and Ideas 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><u>**Math **</u> (Domain) Geometry (Cluster) Analyze, compare, create, and compose shapes. 4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).</p> <p><u>**Math **</u> (Domain) Measurement & Data (Cluster) Describe and compare measurable attributes. Directly compare two objects with a measureable attribute in common, to see which object has “more of”/“less than” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p>	<p><u>NOTES</u></p>
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<p>Kentucky Early Childhood Standard (KYECS) for three and four year olds</p> <p>English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.</p> <p>Benchmark 3.1: Listens to and/or responds to reading materials with interest and enjoyment.</p> <p>Developmental Continuum</p> <ul style="list-style-type: none"> • Participates actively in story time. • Chooses reading activities. • Responds to reading activities with interest and enjoyment. 	<p>Kentucky Core Academic Standard (KYCAS) for Kindergarten</p> <p><u>(Strand) Reading</u> (Cluster) Key Ideas and Details (Literature) 1. With prompting and support, ask and answer questions about key details in a text. (Cluster) Key Ideas and Details (Informational) 1. With prompting and support, ask and answer questions about key details in a text. (Cluster) Craft and Structure (Literature) 4. Ask and answer questions about unknown words in a text. (Cluster) Craft and Structure (Informational) 4. With prompting and support, ask and answer questions about unknown words in a text. (Cluster) Range and Level of Text Complexity (Literature Informational) 10. Actively engage in group reading activities with purpose and understanding.</p>	<p><u>NOTES</u></p>
<p>Kentucky Early Childhood Standard (KYECS) for three and four year olds</p> <p>English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.</p> <p>Benchmark 3.2: Shows interest and understanding of the basic concepts and conventions of print.</p> <p>Developmental Continuum</p> <ul style="list-style-type: none"> • Handles books correctly, showing increasing skills in print directionality. 	<p>Kentucky Core Academic Standard (KYCAS) for Kindergarten</p> <p><u>(Strand) Foundational Skills</u> (Cluster) Print Concepts 1. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> • Follow words from left to right, top to bottom, and page by page. • Recognize that spoken words are represented in written language by specific sequences of letters. • Understand that words are separated by spaces in print. (Cluster) Fluency 4. Read emergent-reader texts with purpose and understanding. ¹ Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.</p> <p><u>(Strand) Reading</u></p>	<p><u>NOTES</u></p>

<ul style="list-style-type: none"> Understands that print has meaning. 	<p>(Cluster) Craft and Structure (Informational)</p> <p>5. Identify the front cover, back cover, and title page of a book.</p> <p>6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>(Cluster) Craft and Structure (Literature)</p> <p>5. Recognize common types of texts (e.g., storybooks, poems).</p> <p>6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>(Cluster) Integration of Knowledge and Ideas (Informational)</p> <p>8. With prompting and support, identify the reasons an author gives to support points in a text.</p>	
<p>Kentucky Early Childhood Standard (KYECS) for three and four year olds</p> <p>English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.</p> <p>Benchmark 3.3: Demonstrates knowledge of the alphabet.</p> <p>Developmental Continuum</p> <ul style="list-style-type: none"> Recognizes some letters of the alphabet. Recognizes some letters and words in print. Identifies some known letters of the alphabet in familiar and unfamiliar words. 	<p>Kentucky Core Academic Standard (KYCAS) for Kindergarten</p> <p><u>(Strand) Foundational Skills</u></p> <p>(Cluster) Print Concepts</p> <p>1. Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> Recognize and name all upper- and lowercase letters of the alphabet. <p>(Cluster) Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>(Cluster) Fluency</p> <p>4. Read emergent-reader texts with purpose and understanding.</p> <p><small>¹ Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.</small></p>	<p><u>NOTES</u></p>

<p>Kentucky Early Childhood Standard (KYECS) for three and four year olds</p> <p>English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.</p> <p>Benchmark 3.4: Demonstrates emergent phonemic/phonological awareness.</p> <p>Developmental Continuum</p> <ul style="list-style-type: none"> • Recognizes rhyming words. • Recognizes sounds that match. • Produces a rhyming word. • Discriminates separate syllables in words. • Makes some letter-sound connections. • Identifies some beginning sounds. 	<p>Kentucky Core Academic Standard (KYCAS) for Kindergarten</p> <p>(Strand) Foundational Skills</p> <p>(Cluster) Phonological Awareness</p> <p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> • Recognize and produce rhyming words. • Count, pronounce, blend, and segment syllables in spoken words. • Blend and segment onsets and rimes of single-syllable spoken words. • Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.) • Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. <p>(Cluster) Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> • Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. • Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. • Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). • Distinguish between similarly spelled words by identifying the sounds of the letters that differ. <p>(Cluster) Fluency</p> <p>4. Read emergent-reader texts with purpose and understanding.</p> <p><small>¹ Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.</small></p>	
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<p>Kentucky Early Childhood Standard (KYECS) for three and four year olds</p> <p>English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.</p> <p>Benchmark 3.5: Draws meaning from pictures, print, and text.</p> <p>Developmental Continuum</p> <ul style="list-style-type: none"> Names features of a picture. Uses illustrations to tell major events of a story. Understands that text has a specific meaning. 	<p>Kentucky Core Academic Standard (KYCAS) for Kindergarten</p> <p><u>(Strand) Reading</u></p> <p>(Cluster) Key Ideas and Details (Literature)</p> <p>3. With prompting and support, identify characters, settings, and major events in a story.</p> <p>9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>(Cluster) Key Ideas and Details (Informational)</p> <p>3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>(Cluster) Integration of Knowledge and Ideas (Informational)</p> <p>8. With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><u>(Strand) Speaking and Listening</u></p> <p>(Cluster) Presentation of Knowledge and Ideas</p> <p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p><u>NOTES</u></p>
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<p>Kentucky Early Childhood Standard (KYECS) for three and four year olds</p> <p>English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.</p> <p>Benchmark 3.6: Tells and retells a story.</p> <p>Developmental Continuum</p> <ul style="list-style-type: none"> • Imitates act of reading in play. • Acts out main events of a familiar story. • Uses pictures and illustrations to tell and retell a story. • Uses prior experience to help make sense of stories. • Retells a story including many details and draws connections between story events. 	<p>Kentucky Core Academic Standard (KYCAS) for Kindergarten</p> <p><u>(Strand) Reading</u></p> <p>(Cluster) Key Ideas and Details (Literature) 2. With prompting and support, retell familiar stories, including key details.</p> <p>(Cluster) Key Ideas and Details (Informational) 2. With prompting and support, identify the main topic and retell key details of a text.</p> <p>(Cluster) Integration of Knowledge and Ideas (Literature) 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>(Cluster) Integration of Knowledge and Ideas (Informational) 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	<p><u>NOTES</u></p>
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<p>Kentucky Early Childhood Standard (KYECS) for three and four year olds</p> <p>English/Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process.</p> <p>Benchmark 4.1: Understands that the purpose of writing is communication.</p> <p>Developmental Continuum</p> <ul style="list-style-type: none"> • Understands that an oral message can be represented by written language. • Understands there is a way to write that conveys meaning. • Understands that once an oral message is written it reads the same way every time. 	<p>Kentucky Core Academic Standard (KYCAS) for Kindergarten</p> <p><u>(Strand) Writing</u> (Cluster) Production and Distribution of Writing 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p><u>(Strand) Speaking and Listening</u> (Cluster) Presentation of Knowledge and Ideas 5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><u>(Strand) Foundational Skills</u> (Cluster) Fluency 4. Read emergent-reader texts with purpose and understanding. <small>¹ Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.</small></p>	<p><u>NOTES</u></p>
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<p>Kentucky Early Childhood Standard (KYECS) for three and four year olds</p> <p>English/Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process.</p> <p>Benchmark 4.2: Produces marks, pictures, and symbols that represent print and ideas.</p> <p>Developmental Continuum</p> <ul style="list-style-type: none"> • Labels pictures or produces simple texts using scribble writing. • Labels pictures or produces simple texts using letter-like forms. • Uses scribble writing or letter-like forms to represent words or ideas. • Writes recognizable letters. • Writes familiar words. 	<p>Kentucky Core Academic Standard (KYCAS) for Kindergarten</p> <p><u>(Strand) Writing</u> (Cluster) Text Types and Purposes</p> <ol style="list-style-type: none"> 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>). 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. <p>(Cluster) Research to Build and Present Knowledge</p> <ol style="list-style-type: none"> 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <p><u>(Strand) Speaking and Listening</u> (Cluster) Presentation of Knowledge and Ideas</p> <ol style="list-style-type: none"> 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. <p><u>(Strand) Foundational Skills</u> (Cluster) Fluency</p> <ol style="list-style-type: none"> 4. Read emergent-reader texts with purpose and understanding. <p><small>¹ Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.</small></p>	<p><u>NOTES</u></p>
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<p>Kentucky Early Childhood Standard (KYECS) for three and four year olds</p> <p>English/Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process.</p> <p>Benchmark 4.3: Explores the physical aspect of writing.</p> <p>Developmental Continuum</p> <ul style="list-style-type: none"> • Uses tools for writing and drawing. • Experiments with grasp when using a variety of writing tools. • Adjusts body position when writing. • Adjusts paper position when writing. • Shows some evidence of directionality (top to bottom, left to right). 	<p>Kentucky Core Academic Standard (KYCAS) for Kindergarten</p> <p><u>(Strand) Writing</u> (Cluster) Production and Distribution of Writing 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><u>(Strand) Foundational Skills</u> (Cluster) Print Concepts 1. Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> • Follow words from left to right, top to bottom, and page by page. • Recognize that spoken words are represented in written language by specific sequences of letters. • Understand that words are separated by spaces in print. • Recognize and name all upper- and lowercase letters of the alphabet. <p><u>(Strand) Speaking and Listening</u> (Cluster) Presentation of Knowledge and Ideas 5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p><u>NOTES</u></p>
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Appendix A

Kentucky Core Academic Standards

Reading Literature

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

4. Ask and answer questions about unknown words in a text.
5. Recognize common types of texts (e.g., storybooks, poems).
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
8. (Not applicable to literature)
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

Reading Informational Texts

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

4. With prompting and support, ask and answer questions about unknown words in a text.
5. Identify the front cover, back cover, and title page of a book.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
8. With prompting and support, identify the reasons an author gives to support points in a text.
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

Foundational Skills

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
 - Follow words from left to right, top to bottom, and page by page.
 - Recognize that spoken words are represented in written language by specific sequences of letters.

- Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

- Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
- Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

4. Read emergent-reader texts with purpose and understanding.

¹ Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

Writing

Text Types and Purposes

1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing

4. (Begins in grade 3)
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
9. (Begins in grade 4)

Range of Writing

10. (Begins in grade 3)

Speaking and Listening

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
 - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.

2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Print many upper- and lowercase letters.
- Use frequently occurring nouns and verbs.
- Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- Produce and expand complete sentences in shared language activities.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Capitalize the first word in a sentence and the pronoun *I*.
- Recognize and name end punctuation.
- Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language

3. (Begins in grade 2)

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.

5. With guidance and support from adults, explore word relationships and nuances in word meanings.

- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Kentucky Early Childhood Standards – English/Language Arts (3S AND 4S)

English/Language Arts Standard 1: Demonstrates general skills and strategies of the communication process.

Benchmark 1.1: Uses non-verbal communication for a variety of purposes.

- Identifies or chooses object or person by pointing, physically touching or moving toward another.
- Uses gestures and/or movements to initiate interactions or to get needs met.
- Uses symbols or pictures as representation for oral language.

English/Language Arts Standard 1: Demonstrates general skills and strategies of the communication process.

Benchmark 1.2: Uses language (verbal, signed, symbolic) for a variety of purposes.

- Initiates communication to have needs met.
- Responds meaningfully in conversations and discussions with peers and adults.
- Asks many why, when, and where questions.
- Uses words, signs, and/or symbols to effectively express feelings and thoughts, describe experiences, interact with others, and/or communicate needs.
- Adjusts expressive techniques (pitch, intonation, pace) for a variety of purposes.

English/Language Arts Standard 1: Demonstrates general skills and strategies of the communication process.

Benchmark 1.3: Communicates with increasing clarity and use of conventional grammar.

- Speaks clearly enough to be understood by most listeners.
- Uses simple sentences to express self, but may not always use correct grammar.
- Uses more complex sentences, but grammar is still sometimes incorrect.
- Uses complex sentences with correct grammar.
- Develops increasingly abstract use of language.

English/Language Arts Standard 2: Demonstrates general skills and strategies of the listening and observing processes.

Benchmark 2.1: Engages in active listening in a variety of situations.

- Attends to adult or peer who is speaking/signing.
- Follows simple directions.
- Gains information through listening experiences.
- Uses listening to interpret and apply meaning.

English/Language Arts Standard 2: Demonstrates general skills and strategies of the listening and observing processes.

Benchmark 2.2: Observes to gain information and understanding.

- Uses many senses to explore and interpret the environment.
- Makes comparisons through everyday experiences and play.
- Makes predictions concerning everyday experiences and play.
- Draws conclusions from everyday experiences and play.

English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.

Benchmark 3.1: Listens to and/or responds to reading materials with interest and enjoyment.

- Participates actively in story time.
- Chooses reading activities.
- Responds to reading activities with interest and enjoyment.

English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.

Benchmark 3.2: Shows interest and understanding of the basic concepts and conventions of print.

- Handles books correctly, showing increasing skills in print directionality.
- Understands that print has meaning.

English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.

Benchmark 3.3: Demonstrates knowledge of the alphabet.

- Recognizes some letters of the alphabet.
- Recognizes some letters and words in print.
- Identifies some known letters of the alphabet in familiar and unfamiliar words.

English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.

Benchmark 3.4: Demonstrates emergent phonemic/phonological awareness.

- Recognizes rhyming words.
- Recognizes sounds that match.
- Produces a rhyming word.
- Discriminates separate syllables in words.
- Makes some letter-sound connections.
- Identifies some beginning sounds.

English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.

Benchmark 3.5: Draws meaning from pictures, print, and text.

- Names features of a picture.
- Uses illustrations to tell major events of a story.
- Understands that text has a specific meaning.

English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.

Benchmark 3.6: Tells and retells a story.

- Imitates act of reading in play.
- Acts out main events of a familiar story.
- Uses pictures and illustrations to tell and retell a story.
- Uses prior experience to help make sense of stories.

- Retells a story including many details and draws connections between story events.

English/Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process.

Benchmark 4.1: Understands that the purpose of writing is communication.

- Understands that an oral message can be represented by written language.
- Understands there is a way to write that conveys meaning.
- Understands that once an oral message is written it reads the same way every time.

English/Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process.

Benchmark 4.2: Produces marks, pictures, and symbols that represent print and ideas.

- Labels pictures or produces simple texts using scribble writing.
- Labels pictures or produces simple texts using letter-like forms.
- Uses scribble writing or letter-like forms to represent words or ideas.
- Writes recognizable letters.
- Writes familiar words.

English/Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process.

Benchmark 4.3: Explores the physical aspect of writing.

- Uses tools for writing and drawing.
- Experiments with grasp when using a variety of writing tools.
- Adjusts body position when writing.
- Adjusts paper position when writing.
- Shows some evidence of directionality